## Key features of ESL Scale 5

| GENRE: | Outcome 5.1
Communicates in a narrow range of situations, constructing very brief texts. |
|---|---|
| Text in Context | • begins to identify independently the purposes and common features of elementary genres
• participates in short predictable spoken exchanges
• begins to construct independently very brief recounts, descriptions and procedures
• reads a range of everyday texts and writes very brief examples of the most familiar: advertising posters
• reads clearly illustrated sequential explanations and draws short examples with simple labelling |
| Language | • demonstrates understanding of the organisation and discriminating features of a greater range of basic genres: narratives, recounts, procedures, reports
• constructs elementary examples of logically organised genres with little dependence on scaffolding: uses proformas with some confidence
• expands information using linking conjunctions - and, then, but, or so; binding conjunctions - because
• uses small range of reference items (definite article and pronouns) accurately most of the time in spoken texts and with some accuracy in short written texts |

| FIELD: | Outcome 5.2
Understands and uses a small range of vocabulary and grammatical items to form basic word groups and phrases constructing personally relevant fields, and uses a limited range of technical vocabulary. |
|---|---|
| Text in Context | • uses confidently a small range of commonsense, vocabulary
• uses vocabulary that is developing knowledge of the community and other personally relevant topics such as leisure activities
• uses with some confidence a limited range of technical vocabulary when constructing increasingly complex personally relevant topics
• demonstrates understanding of technical vocabulary when constructing a narrow range of educational topics |
| Language | • uses small range of phrases of location and understands wider range including how something happened
• expands vocabulary by exploring numbers (first, a half of), describers (big, bright), classifiers (mountain bike), prepositions (beside, by)
• uses a small range of comparatives of one syllable adjectives |

| TENOR: | Outcome 5.3
Participates appropriately in a narrow range of familiar, supportive contexts, using with some accuracy a narrow range of basic grammatical structures. |
|---|---|
| Text in Context | • participates in classroom discourse conventions: raising hand, takes turn, speaks at appropriate volume
• chooses independently a narrow range of basic ways of expressing statements, questions, offers, commands and uses them with some accuracy
• follows instructions with little dependence on non-verbal elements gives commands appropriately
• experiments with some confidence with new expressions in familiar, supportive contexts, especially to play with language |
| Language | • understands a wide range of commands
• good awareness of intonation patterns of basic spoken statements, questions and offers
• chooses formulaic polite expressions appropriately
• uses a small range of evaluative vocabulary to express feelings and attitudes
• plays with language in elementary ways for humorous effects
• uses a range of grammatical items: auxiliaries (did, can, will), prepositions (out, under, above, between), adverbs (really, many) |

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<table>
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<tr>
<th>MODE:</th>
<th>Outcome 5.4 Constructs a narrow range of spoken texts located in the immediate context and begins to construct very brief texts (spoken, written and visual) in the immediate context.</th>
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</table>
| Text in Context | - begins to communicate appropriately some of the time when the situation involves another medium  
- reads with some confidence a wide range of visual texts and begins to draw a small range of examples  
- chooses simple sentence beginnings and, with support, an occasional phrase of time or place at the beginning of recounts or narratives  
- identifies the patterns in what is placed at the front in a genre and demonstrates a limited understanding that various grammatical elements can be foregrounded |
| Language | - reads aloud own or collaboratively constructed writing and begins to read others' texts with some confidence  
- chooses very short basic phrases of time and place at the beginning of recounts or narratives and action verbs at the beginning of the steps in procedures  
- demonstrates control of primary tenses and their formation for the most common regular verbs but inconsistent control of secondary tenses  
- spells accurately common words learned in the classroom and spells others based on their own pronunciation or other patterns  
- writes so that texts are generally legible and demonstrates understanding of basic punctuation |